

The sum total of our efforts in cultural diversity is a richer understanding of our national heritage. We will reach a much larger audience with cultural heritage needs. We will preserve places that are important to the nation's cultural groups in ways that are in keeping with their cultural values. With this broader framework, we

will be able to weave a richer national tapestry that strengthens all of us as a nation.

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Enlivening the Study of History Teaching With Historic Places

The National Register's Teaching with Historic Places program promotes places as effective tools for enlivening the study of history, social studies, geography, and other topics taught in schools. The program has produced a series of classroom-ready lesson plans, each of which contains a variety of documents about historic places and engages students in the work historians do to decipher the past. Many Teaching with Historic Places lesson plans—including those honoring the contributions of African Americans, women, and Hispanic Americans—are available on the National Register web site at www.cr.nps.gov/nr.

In *Chicago's Black Metropolis: Understanding History Through a Historic Place*, students trace the history of a prosperous "city within a city" from its establishment in the mid-19th century by African Americans fleeing oppression in the South through the 1920s. After examining evidence of the national impact the area gained as a model of black achievement, students construct a process for investing places with historical meaning and look for places in their own community that deserve recognition.

Adeline Hornbek and the Homestead Act provides "a Colorado Success Story" of a single mother who defied stereotypical gender roles to create a successful ranch under the 1862 Homestead Act. The lesson plan includes maps and photographs of the ranch and surrounding area, a copy of Hornbek's

original Testimony of Claimant form, and activities that ask students to research the impact of the Homestead Act on various states and the lives of influential women in their home communities.

Students explore *Ybor City: Cigar Capital of the World* to discover why and



This photo of señoritas on a balcony, Ybor City, 1928, illustrates the cover of Teaching with Historic Places lesson plan, Ybor City: Cigar Capitol of the World. Photo courtesy Burgert Brothers Collection.

when Cubans brought their cigar businesses to Florida; how immigrants retained their cultural identity in their new country; and how the economic, ethnic, and social development of their own communities compares with that of Tampa's.

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